



**Finding YETI:
An Interactive Workshop on Using
Evidence-based Practices
in your Social Skills Groups**

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Good Morning!

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Agenda

8:30-9:45	Overview & Intervention Preparation
9:45-10:00	Break
10:00-11:30	Behavioral Assessment & Intervention
11:30-12:30	Lunch
12:30-1:45	Program Implementation
1:45-2:00	Break
2:00-3:15	Program Implementation
3:15-3:30	Wrap-Up & Questions Evaluation

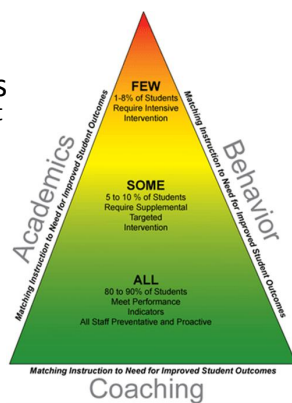
Social Skills

- Social skills include the ability to get along with others and the ability to develop and maintain relationships
- Can impact the following for school-age children:
 - academic performance
 - behavior
 - social and family relationships
 - involvement in extracurricular activities
 - quality of the school environment
 - safety

National Association of School Psychologists

PBIS/MBI Tiers

- Tier 2 & 3 support



Social Behaviors vs Social Communication

- Can be hard to divorce
 - Example: Hitting friends
 - Rules
 - Language to get attention
 - Example: Nose picking
 - Rules
 - Language to advocate or excuse
- Supports a team approach

Example

- The group was asked to interview their peers to learn about them. They were given a worksheet with questions like: A person who likes cheese pizza is _____.
- Jacob politely declined interviews with his groupmates
- Reported to facilitator “nobody wants to talk to me”
- SLP vs School Psych perspective

Social Skills Instruction

- Guided Instruction – What are “the rules”?
- Identifying when to apply “the rules”
- Providing positive (using the rules) and negative examples of the target behavior
- Role play using “the rules”
- Practice with specific feedback and reinforcement
- Skill generalization

Group or Individual Intervention

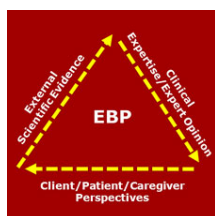
- Depends on the student’s learning style
- Depends on the availability of appropriate groupmates
- Groups offer
 - A feeling of normalcy and safety
 - Offers inclusion and opportunities for friendships
 - Conducive to practice
 - Opens up time constraints

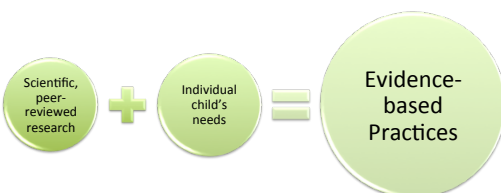
Intervention for Social Skills Groups

- Should be evidence-based
- Should employ practice-based evidence
 - System of data collection about client progress, generated during treatments, to enhance the quality of outcome of care

Burlingame, 2007

Evidence-Based Practice





Evidence-based Practices for Children & Youth With ASD



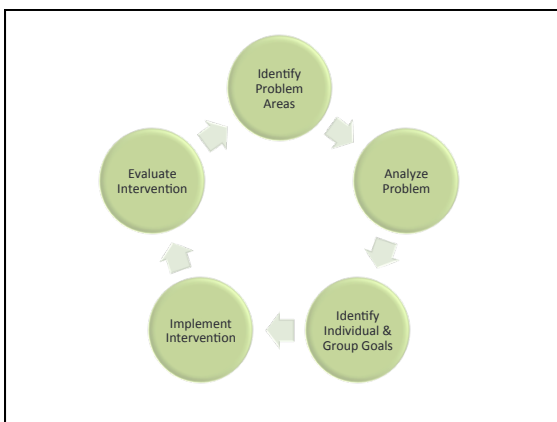
YETI Framework

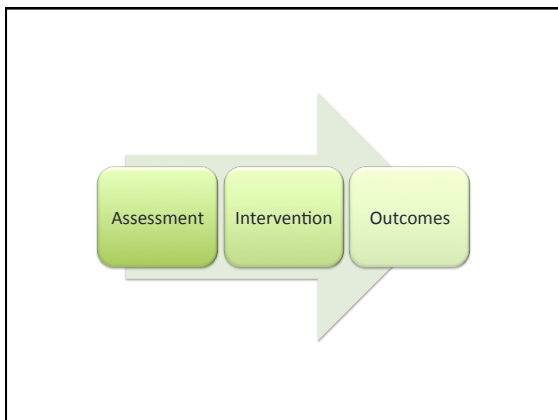
1. Gather data and identify needs of each participant
2. Choose topics for the group
3. Develop a social narrative for each target skill
4. Develop a pre/post test measure based on social narrative
5. Day 1
 - Pretest and set the stage

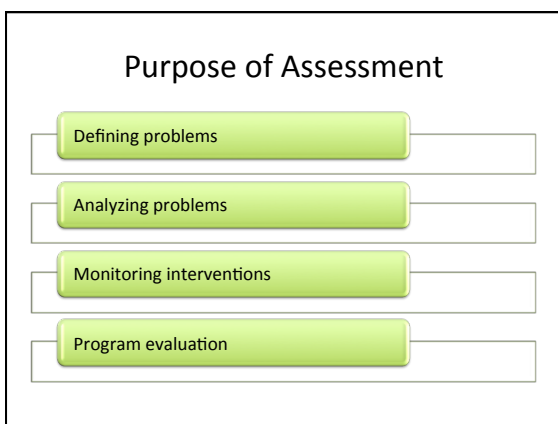
6. Days 2-8
 - Conduct social skills lesson
7. Day 9
 - Administer post test
8. Coach/support and collect data
 - go back to #1

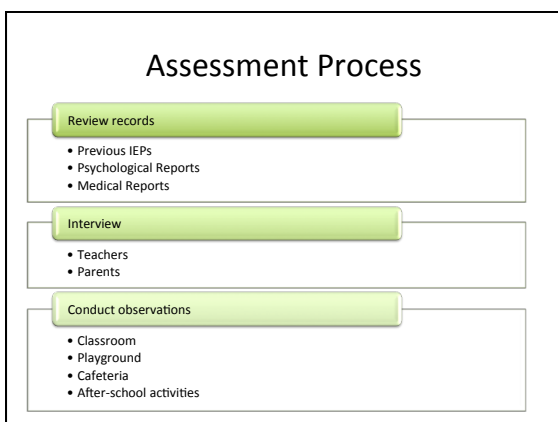
Youth Engagement Through Intervention (YETI) Teaching Days	
<input type="checkbox"/>	Trickle In
<input type="checkbox"/>	Opening and Review of Behaviors
<input type="checkbox"/>	Review of Previous Skill
<input type="checkbox"/>	Teach New Skills
<input type="checkbox"/>	Structured Practice of New Way
<input type="checkbox"/>	Informal Practice of New Way
<input type="checkbox"/>	Closing, Review of New Way, & Prizes
<input type="checkbox"/>	Generalization

Pre-Intervention Steps
1. Assessment
2. Developing Goals
3. Determine Progress Monitoring & Evaluation
4. Design Intervention









Step 2: Identifying Target Areas & Developing Goals

Identifying Target Areas

Step 1

- Observations
- Interviews

Step 2

- Individualized assessment if needed
- Conversation sample
- Comprehension check of school MBI rules

Target Skills

- Topics should be selected that address the group's needs
- These can be developed by gathering information

Jacob



Observations

- Walking in the hall
 - Hard time keeping hands feet and objects to self
 - Very loud
 - Walked very close to his friends
- Playground
 - Walked back and forth by 4square game watching the kids – seems like he didn't know how to join in

Jacob



- Lunch
 - Chewed with mouth open
 - Food on face
 - Wiped hands on shirt
 - Left a messy spot
 - Potty talk
 - Coughed without covering

Jacob



Interviews

- Teachers
 - Concerned about interrupting
 - Concerned about only talking about dinosaurs
 - Does not engage in conversations – seems to lecture
- Parents
 - Know he has a hard time engaging with others

Sheila



Observations

- Walking in the hall
 - Pigtales were pulled and didn't self advocate
 - Sang "raindrops song" very loudly, despite being asked to stop
- Playground
 - Watched the girls play jump rope, didn't seem to know how to join in
 - Stood by the playground aid, but didn't talk to him

Sheila



- Lunch
 - Sat by herself but watched a group of girls from her class, seems like she didn't know how to join in

Sheila



Interviews

- Teachers
 - Doesn't self advocate, kids are mean to her
 - Doesn't engage with other children in conversations
 - Begs to not do group work
- Parents
 - Report that she has no friends at school, and she really wants to have friends

Thomas



Observations

- Walking in the hall
 - Ran his hands along the wall and knocked down several art pieces
 - Tried to put the art pieces back up and was consequently pushed by the kids, yelled at the kids “don’t touch me”
- Playground
 - Played by himself on the monkey bars – seemed quite content

Thomas



- Lunch
 - Sat with kids 3 grades younger than him
 - Potty talk
 - Took food he didn’t like off of his tray and put it on the table consequently leaving a mess
 - Seemed very content

Thomas



Interviews

- Teachers
 - Talks a lot, but it is about inappropriate topics
 - Struggles with eye contact
 - Refuses to do tasks because they feel weird
- Parents
 - Gets along fine with kids in neighborhood, but they are all younger
 - Has sensory issues that can really impact his mood, tantrums rather than asking for something different

Target Areas

Target	Jacob	Sheila	Thomas
Joining play	X	X	X
Walking in the hall	X	X	X
Conversation skills	X	X	X
Eating skills	X		X
Self advocacy	X	X	X



Breakdown of Targets

- Joining play
 - Asking others if I can join their play
 - Inviting others to play with me
- Walking in the halls
 - Keeping hands feet and objects to myself
 - Quiet mouths while walking
- Conversations skills
 - Starting a conversation including non-preferred topics
 - Asking questions to keep a conversation going
- Eating skills
 - Using my napkin

9-week Plan

Week	Topic (s)
1	Establish expected behaviors using schools MBI model Pre intervention assessment Complete friend files Talk to each student about their individual goal
2	Asking others if I can join their play
3	Inviting others to play with me
4	Keeping hands feet and objects to myself while walking in the halls
5	Having a quiet mouth while walking
6	Starting a conversation including non-preferred topics (use friend files)
7	Asking questions to keep the conversation going
8	Using my napkin while eating
9	Post intervention assessment Review of skills learned this quarter (after assessment completed) Quarter end fun times

Jacob



Group Goal

Jacob will develop his social skills in the areas of walking in the halls, social eating skills, joining play, and conversational skills as measured by pre and post testing for 9-week social skills group.

Sheila



Given two 9-week social skill groups Sheila will improve in at least 9 social skill areas identified by the social skills team as measured by pre and post intervention documentation.

Individual Goals

- Sometimes students have goals that are really specific to them
 - Staying in the room
 - Refraining from profanity
 - Hitting
 - Nose picking
- Sometimes students have carry-over goals that their peers have mastered and they still need to address them

Jacob



The clinician took a conversation sample and learned:

During a 12 turn conversation sample of a preferred topic, Jacob initiated the conversation, provided responses to 2 of 7 questions from his partner. He made fleeting eye contact 2 of the 24 opportunities and no eye contact the other 22 times.

Jacob



Individual goal

Upon the conclusion of social skills group, Jacob will use at least fleeting eye contact with a minimum of 40% of exchanges (from a baseline of 8%) as measured by the clinician during a conversation sample on a preferred topic.

Thomas



Individual Goal

During the initial session the clinician noted that Thomas asked questions while speaking with his peers, but used no comments. During a two minute conversation he used 14 questions and 0 comments.

During a two minute conversation, Thomas will use comments (e.g. cool, interesting, good idea, etc.) three times for two consecutive sessions as documented by the clinician.

Sheila



Individual Goal

During the initial session, the children worked on a group projects to be built with lego. Sheila requested that she do her own project and proceeded to do so despite being told no.

Sheila will participate in trickle-in group activities refraining from doing her own project three times during each 9-week intervention period.

Pre- and Post- Assessment

- Brief
- Tests students to see if they understand rules of each target area
- Test *skills* you are going to be teaching
- Examples used on pre/post test should not be used in the therapy setting
- Develop this for group
- Driven by your social narratives

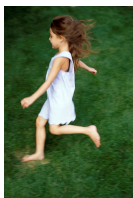
Social Narratives

- ☐ describe social situations
- ☐ highlight relevant cues
- ☐ give examples of appropriate responses
- ☐ teach expected behaviors
- ☐ individualized
- ☐ short

Running

I like to run. It is fun to go fast.
It's okay to run when I am playing outside.
I can run when I am on the playground.

Inside the school people walk. Walking is safe. I am only allowed to run in the gym.
I will try to walk inside and only run when I am outside on the playground.
People feel safe in the school when everyone is walking.



Writing a Social Narrative

1. Descriptive sentences

- objectively define anticipated events where a situation occurs, who is involved, what they are doing, & why
- e.g., Inside the school people walk

2. Perspective sentences

- describe the internal status of the person or persons involved, their thoughts, feelings, or moods
- e.g., People feel safe in the school when everyone is walking

3. Directive sentences: are individualized statements of desired responses stated in a positive manner.

- They may begin "I can try..." or "I will work on..." Try to avoid sentences starting with "do not" or definitive statements
- e.g., I will try to walk in inside...

Writing a Social Narrative

3 to 5 descriptive and perspective to every 1 directive sentence.

Write in first person and on the child's developmental skill level.

Use pictures that fit within the child's developmental skill level to supplement text.

Social Narrative

When I eat I use a napkin. I use the napkin to wipe food from my face and hands. When I am finished eating, I use my napkin one last time to be sure my face and hands are clean. I am careful not to wipe my hands and face on my shirt. When I use my napkin I keep my face and hands clean and then I don't get other people and toys dirty. Everyone likes when I use my napkin.

Example: Using a Napkin

Group assessment item

Materials: spoons, applesauce cups, napkins

Have snack as a group.

- ___ Used spoon to eat
- ___ Wiped face with napkin upon completion of snack
- ___ Wiped hands with napkin (not on clothes)
- ___ When cued: "You have sauce on your cheek," used napkin to wipe it off (not sleeve)

Social Narrative

When my class walks in the hallway we walk in a line. When we walk in the hallway we have quiet mouths. We keep our hands, feet, objects to ourselves. I always leave a space the size of a basketball between me and my walking neighbors. When we use these walking skills we don't distract others so people can learn.

Example: Walking in the Halls

Group assessment item

Materials: none

I need to take this note to Ms. Cline. You will walk with me. Please line up:

- ☐ Lined up
- ☐ Kept hands to self
- ☐ Kept mouth quiet
- ☐ Appropriate space

Social Narrative

Sometimes I want to talk to people. The best way to start a conversation is to ask a question. Sometimes I ask "what are you doing?" Sometimes I ask "how are you doing?" Sometimes I ask about things I know about them like "how are your pets?" or "are you feeling better?" Asking questions is a good way to start a conversation.



Example: Starting a Conversation

Individual assessment

Materials: Picture of a dog and a ball

You want to talk to me about this picture. How can you start a conversation?

- ___ Request: Look at my picture
- ___ Question: Have you seen my picture?
- ___ Comment: My dog can catch a ball

Social Narrative

When I eat at a restaurant I have to place an order. Usually the waiter says "hi" and I look at him and say "hi" too. When the waiter asks me what I would like I look at him and clearly tell him what I want or point to it on the menu. Sometimes the waiter asks questions about my food order. I look at him and answer. If I am clear about my order and I answer all the questions I will surely get the food that I want.

Example: Ordering in a Restaurant

Pretend we are at your favorite restaurant. I am taking your order. Place an order with me for pizza.

- ☐ Greeting
- ☐ Clearly describe what they want
- ☐ Answer follow-up questions (i.e. size, flavor)
- ☐ Make at least fleeting contact with each exchange

Create RUBRICS to Measure Items

0	1	2	3	4
Never	Emerging	Half of time	Mostly	Always

- Remember you are judging on appropriateness of skill.
 - It may not be appropriate to laugh ALWAYS – but a person who ALWAYS laughs at appropriate times would get a 4.
- Rubrics can be averaged between evaluators for pre and post treatment data

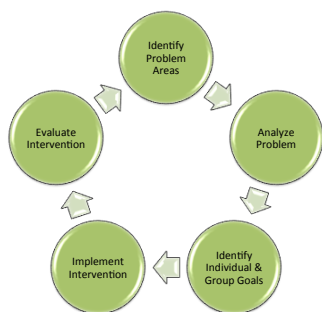
RUBRIC for Eye Contact

0	1	2	3	4	5
Never	Up to 25% of turns – may be fleeting	Up to 50% of turns – may be fleeting	Up to 75% of turns – may be fleeting	Fleeting with each turn	Appropriate with each turn

- Eye contact will start with fleeting
- If a person is making too much eye contact, that would be another rubric



Step 4: Design Intervention



Jacob



Target
Joining play
Walking in the hall
Conversation skills
Eating skills
Self advocacy

Designing Interventions

- Topics should align with individual goals
- Depth versus breadth
- Use direct/explicit instruction vs. implicit instruction

Potential Topics

- Joining other children's activities
- Welcome other children into one's own games or activities
- Seeking help from others
- Providing compliments at the right times and knowing how to respond to compliments
- Offering criticism & accepting criticism
- Conversation skills (initiating, maintaining, and ending)
- Understanding the opinions of others
- Understanding facial expressions and body language

The Logistics

Choosing your team

- Preferably 2-3 professionals

Location

- Large, quiet room with enough room to have small groups
- Access to television and DVD player
- Additional room for "Calm Room"

The Logistics

Choosing group members

- Consider age, functioning level, gender
- Consider *symptoms*, not necessarily label/disorder

When

- Ideally 1 to 1.5 hours per week
- Use Intensive Scheduling for intervention

An Intensive Approach

Time Period	Tasks	Total Contact Hours
1 st Quarter 9 weeks	Data Collection	1-1.5 hours
2 nd Quarter 9 weeks	Social skills group	9 hours
3 rd Quarter 9 weeks	Data Collection/Observation/Coaching	1-1.5 hours
4 th Quarter 9 weeks	Social skills group	9 hours
total		20 hours

Special Education Related Services			
Service Provided	Time	Start Date	End Date
Other (describe in notes)	10	01/15/2014	04/06/2014
Speech/Language	60	04/07/2014	06/10/2014
Other (describe in notes)	10	09/02/2014	11/02/2014
Speech/Language	60	11/03/2014	01/14/2015

The Logistics: “Other (describe in notes)”

- Make a note in your minutes:
 - Data collected: 1st and 3rd quarters
 - May include:
 - observations
 - completion of data surveys
 - screenings
 - interviews
 - pre/post testing
- Coaching for generalization of skill may also occur during this time
- The time will average about 10 minutes per week.

Intensive Scheduling

Quarter	Tasks
Quarter 1	Schedule social skill therapy time Observe students in natural setting Administer questionnaires to teachers, parents, etc. Take data Develop pretest
Quarter 2	Run group with topics identified from quarter 1 and IEP goal(s)
Quarter 3	Observe, probe, data collect, follow-up questions for parents, teachers, etc. Coach students for generalization and provide supports Develop pretest
Quarter 4	Run group with topics that need to be continued from Quarter 2 and developed from observation, interview, and IEP goal(s)

Use your reserved social skills time to perform Quarter 1 & 3 tasks.

Re-cap

1. Assess
2. Identify targets (individual and group)
3. Create pre/post measure
4. Ready to run your group



BEHAVIOR ASSESSMENT & INTERVENTION

Behavior Assessment

Formative data

- Monitor student learning to provide ongoing feedback *during* program/intervention

Summative data

- Evaluate student performance at the *end* of a program/intervention

Methods of Assessment

Method	Example	Strengths	Weaknesses
Systematic Direct Observation	<ul style="list-style-type: none"> • Momentary Time Sampling • Behavior Frequency Count 	<ul style="list-style-type: none"> • Sensitive to change • Accurate • Objective 	<ul style="list-style-type: none"> • Time consuming and difficult to teach and record • May require multiple observations to get stable data • May require training
Direct behavior reports	<ul style="list-style-type: none"> • Daily Behavior Report Card • Tokens earned 	<ul style="list-style-type: none"> • Efficient • Tailored to intervention 	<ul style="list-style-type: none"> • Subjective • Insensitive to change

Example of Efficient Assessment

Off-Task Active	Off-Task Passive	On-Task
<ul style="list-style-type: none"> • Out-of-seat behavior • Aimlessly flipping pages of book • Physically touching other student • Bending or reaching (picking up pencil) • Drawing or writing that is not related to academic activity • Fidgeting in one's seat (repetitive motor movement) • Making audible sound • Calling out answers to academic problems when teacher did not give permission 	<ul style="list-style-type: none"> • Student quietly waiting after completion of task, but not engaged in activity given by teacher • Looking around room • Staring out window • Passively listening to other students talk about issues unrelated to academic activity 	<ul style="list-style-type: none"> • Writing • Reading aloud or silently • Raising a hand to answer a teacher's question • Talking to the teacher about assigned material • Listening to lecture

Positive Reinforcement

Stimulus *presented*

- subsequent to and/or contingent on a response
- that *increases* the future probability of the response class

Examples?

Negative Reinforcement

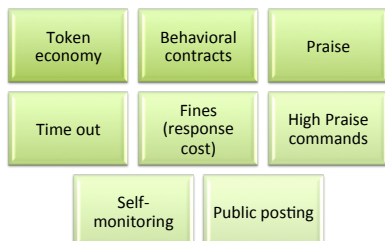
Stimulus *removed*

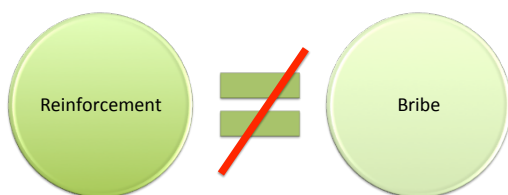
- subsequent to and/or contingent on a response
- that *increases* the future probability of the response class

Examples?

Behavior Change Procedure

- A procedure, tactic, or strategy to change behavior... a way to operationalize principles





Target Behaviors

- The behavior targeted for observation, measurement, and assessment and/or modification
- Defined as the behavior needing to be learned, increased, or decreased

Target Behavior: Characteristics of Good Definitions

Objective

- such that the specific instances of the response class can be detected, observed, and recorded reliably

Clear

- unambiguous, such that others can use and replicate

Complete

- such that the definition discriminates the target behavior from other, similar but nontarget behaviors and allows for accurate coding

Example Target Behaviors

- Kim does not do what the teacher asks
- When given a direction by the teacher, Kim fails to initiate the behavior within 5 seconds
- Andy is hyperactive
- Andy is out of his seat more than one time in 10 minutes
- Fred does not ride the school bus properly
- Fred is out of his assigned seat on the bus

Target Behaviors

- Betsy is aggressive
- Betsy hits, kicks, pushes and calls other children names during recess
- Billy is withdrawn
- Billy initiates less than one interaction with a peer in any given 10-minute free play period

Dimensions of Behavior

Frequency

- Number of times a response occurs

Duration

- Length of time to complete a response or total amount of time that a response occurs

Rate

- Number of occurrences per unit of time

Latency

- Amount of time it takes to begin a behavior once an antecedent is present

Magnitude

- Amount, amplitude, intensity, force of a response

EBP: Differential Reinforcement

Reinforce appropriate (desired) behavior

Ignore inappropriate behavior

Reduce occurrence of interfering behavior

- Tantrums, aggression, self-injury, stereotypic behavior

Differential Behavioral Reinforcement Procedures

Other behaviors: reinforce singing instead of screaming

Alternative behaviors: reinforce shaking hands instead of slapping

Incompatible behaviors: reinforcing appropriate language instead of swearing

Low rates of behavior: reinforcing hand raising which rarely happens

Behavioral Reinforcement

Choose which behavior to reinforce based on goal

Explicitly teach replacement or alternative skill

Continuously reinforce behavior

Match reinforcement to function of behavior

Make sure to prompt frequently to ensure appropriate behavior occurs

Choosing Reinforcers

- Important to figure out what is reinforcing for each student
- Tangibles vs non-tangibles

Reinforcer as Data Collection Method



Brandon

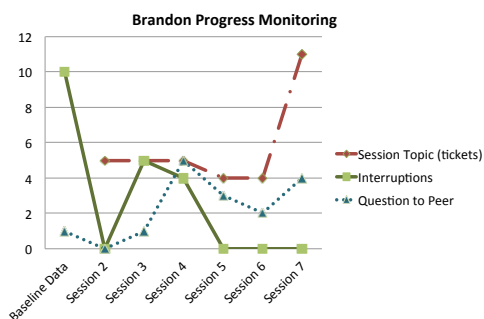
Goal 1: Increased back-and-forth during conversation.

- During conversation/ speaking, Brandon will ask a question related to the topic area directed to other participants.
 - Examples: "Has that ever happened to you?" "Do you know what I mean?"
 - Baseline: 1 question per group
 - Goal: 3 questions per group for two consecutive groups

Goal 2: Waiting to speak.

- Brandon will wait for pauses in a conversation or wait an appropriate length of time after saying "Excuse me" as measured by the number of "Excuse me's" used.
 - Baseline: 10 per session
 - Goal: 3 or fewer "excuse me's" per group for two consecutive groups

Goforth, Rennie, Hammond, & Closson (in press)



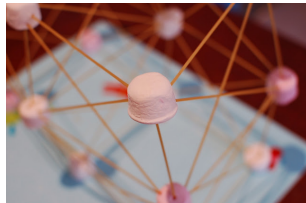
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YETI Overview

- ☐ Trickle In
- ☐ Opening and Expected Behaviors
- ☐ Review of Previous Skill
- ☐ Teach the New Skill
- ☐ Structured Practice of New Way
- ☐ Informal Practice of New Way
- ☐ Closing, Review of New Way, & Prizes
- ☐ Generalization

The “Trickle In”

Instructions: As a team, use the materials at your table to develop a structure



The “Trickle In”

- Allows children to use their skills to join a group
- Time to “hang with friends”
- Encourages teamwork
- Facilitators observe interactions/behavior
- Facilitators *reward reward reward* for expected behaviors

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Opening

- Welcome
- Expected behaviors

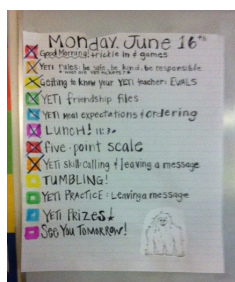


Brainstorm: Expected Behaviors

What would be some expected behaviors for a social skills intervention?

Visual Schedule

- Make it consistent & simple
- Group visual schedule & individual visual schedule (as needed)
- Crossing out as a reward



Emotional Regulation & Self-monitoring



Purpose:

- Help children recognize their emotional level
- Teaches & helps children practice their self-monitoring skills
- Prevention
- Refocus the group

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Review of Previous Skill

- Important to review, especially if new skill is an extension of previous skill
- Highlight *new way*
- Important for generalization
 - “Can you tell me one time this when you...”

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Teaching Skills

- Identify EXACTLY what you would like to teach
- This should have been done when you developed your pre and post assessment

Elliot & Gresham (2007) Survey of 8000 Teachers

1. Listen to others
2. Follow the steps
3. Follow the rules
4. Ignore distractions
5. Ask for help
6. Take turns when you talk
7. Get along with others
8. Stay calm with others
9. Be responsible for your behavior
10. Do nice things for others

Listen to Others Subskills

- Eye contact (listening is looking)
- Taking perspective (theory of mind)
- Indicate you are listening
 - Nod head
 - Comment Ya, un-huh
- Take mental notes
- Use a strategy if needed
 - Write things down
 - Finger remembering
 - Reposition yourself if you can't hear
- Ask questions if you don't understand
- Stay engaged (strategies?)

Conversation Skills Rating Scale Items

Speaking rate (neither too slow nor too fast)
 Speaking fluency (pauses, silences, "uh", etc.)
 Vocal confidence (neither too tense/nervous nor overly confident sounding)
 Articulation (clarity of pronunciation and linguistic expression)
 Vocal variety (neither overly monotone nor dramatic voice)
 Volume (neither too loud nor too soft)
 Posture (neither too closed/formal nor too open/informal)
 Lean toward partner (neither too forward nor too far back)
 Shaking or nervous twitches (aren't noticeable or distracting)
 Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)
 Facial expressiveness (neither blank nor exaggerated)

Conversation Skills Rating Scale Items

Nodding of head in response to partner statements
 Use of gestures to emphasize what is being said
 Use of humor and/or stories
 Smiling and/or laughing
 Use of eye contact
 Asking of questions
 Speaking about partner (involvement of partner as a topic of conversation)
 Speaking about self (neither too much nor too little)
 Encouragements or agreements (encouragement of partner to talk)
 Personal opinion expression (neither too passive nor aggressive)
 Initiation of new topics
 Maintenance of topics and follow-up comments
 Interruption of partner speaking turns
 Use of time speaking relative to partner

Dealing with Disappointment

Unexpected responses:

- Tantrum or cry
- Yell at friend

Expected responses:

- Leave the room if you feel like crying
- Say how you feel calmly e.g. I am disappointed, I am sad because I can't go to the movies
- Make new plans or promise to reschedule
- Take a time out until ready to talk

Leaving a Message

1. Greet the person by saying "hi"
2. I say who is calling (that's me)
3. I say why I am calling
4. I close by saying "bye" or "talk to you later"

Video Modeling

<input type="checkbox"/>	Basic video modeling	<input type="text"/>
<input type="checkbox"/>	Video self-modeling	<input type="text"/>
<input type="checkbox"/>	Point-of-view video modeling	<input type="text"/>
<input type="checkbox"/>	Video prompting	<input type="text"/>

Basic Video Modeling

- Record someone besides the learner
- Shows the model engaging in the target behavior or skills

Basic Video Modeling

- Teach a short task
- Teach an expected behavior
- When would you use Basic Video Modeling?

Video Self-Modeling

- Video the subject and edit out the less desirable behaviors so the model is only of desired behaviors
- Have subject imitate a behavior/task you just demonstrated
- Motivating because they are watching themselves

Point-of-View Video Modeling

- Gives the perspective through their eyes so they can take the position of the participant
- What kinds of tasks do you think would benefit from Point-of-View Video Modeling?

Video Prompting

- Establishing routines (e.g. brushing teeth)
- May be more effective than basic video modeling
- Can be paired with a visual support such as a task chart
- Break task into steps
- Pauses after steps so learning may attempt
- Learner or actor can be recorded

Video Modeling & Social Narratives

Combination of two evidence based practices to train social skills

New Way-Old Way Theatre



- Teaching tool
- Looks at how things used to be done
- Compares how things will hopefully be done
- Stop and Talk

New Way-Old Way Theatre



- Have kids make videos of the old way and the new way of doing a skill
- Do a stop and talk with their product
- Give them tickets for demonstrating the new way
- Give them tickets for identifying the new way

Video Modeling

- Fitting In and Having fun
 - [Taking Turns Talking](#)
 - Combines video modeling and social narrative

Other Considerations

- Vocabulary
 - Gradual
 - Whopping
 - Objects
- Teaching vs Testing
 - If they knew the rules, they wouldn't be there

Be Reasonable


- Don't try to take on too much
- A topic like conversation skills could take years to work through
- Take the time to teach the target skills well, you will build a stronger scaffold
- Document skills you have addressed
 - This can help identify skill regression
 - Can help plan for next steps

Running Log

Topic	Dates addressed	Needs to be continued	Just needs cues and prompting	Mastered in group	Generalized
Making eye contact	4 th quarter 2014		X		
Making eye contact	2 nd quarter 2013	X			
Using napkin	2 nd quarter 2013				X
Keeping hands to self while walking	4 th quarter 2013			X	
Quiet mouth while walking	2 nd quarter 2013				X - Gentle reminders

YETI Overview

- ☐ Trickle In
- ☐ Opening and Expected Behaviors
- ☐ Review of Previous Skill
- ☐ Teach the New Skill
- ☐ Structured Practice of New Way
- ☐ Informal Practice of New Way
- ☐ Closing, Review of New Way, & Prizes
- ☐ Generalization



**STRUCTURED PRACTICE:
SELF-MANAGEMENT & ROLE PLAYING**

Structured Practice

- Practice of “New Way”
- Highly structured
- Allows for multiple repetitions

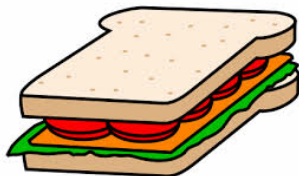
- Example: Apples to Apples Cards
- Example: Fire drill safety

Structured Practice

- Opportunity to practice *new way* with peers
- Can be organized in a variety of ways
 - Role-playing with peer
 - Activities or games

Examples Structured Practice

Making Plans Sandwich



Self-Management

increase desired behaviors and/or decrease interfering behaviors by teaching them how to:

- monitor their own behavior
- record their performance
- obtain reinforcement when their performance meets a pre-established behavior criterion.

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Self-Management











Student demonstrate the correct behavior

- Provide student with a description of target behavior
- Prompt student to demonstrate correct behavior upon request (as needed)
- Reinforcing all correct demonstrates of behavior
- Fading prompts until students demonstrate correct behavior
- When student understands behavior, have them demonstrate them on request

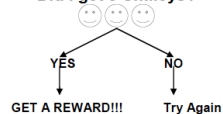
Self-recording device

Cue devices

Did I stay and play with my friends?

1	2	3	4	5
 	 	 	 	 
YES NO	YES NO	YES NO	YES NO	YES NO

Did I get 3 Smileys?



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Self-Management

Steps

1. preparing the specific system to be implemented
2. teaching the student to use the system
3. implementing the system with adult support
4. promoting independence with the system

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Self-Management

Instruct student how to discriminate between correct vs incorrect behavior

- Modeling examples and non-examples
- Prompting student
- Reinforcing student
- Fading prompts

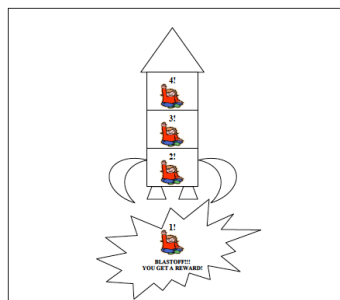
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Self-Management

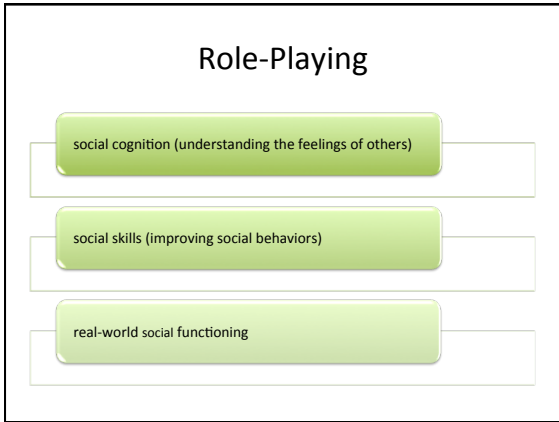
Desired behavior: greeting friends by name when they come join in play

- New way: "Hello, James"
- Old way: Saying wrong name or saying nothing

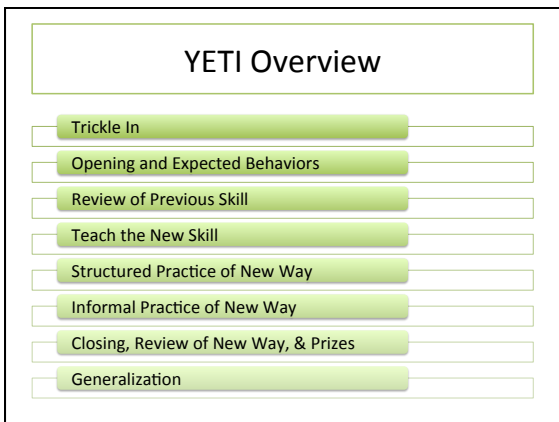
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- Role-Playing**
- Provides student opportunity to practice skill
 - Could integrate with video-modeling





INFORMAL PRACTICE

Informal/Unstructured Practice

- Activities are set up to encourage expected behaviors
- Opportunity to collect data for progress monitoring

YETI Overview

- ☐ Trickle In
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- ☐ Teach the New Skill
- ☐ Structured Practice of New Way
- ☐ Informal Practice of New Way
- ☐ Closing, Review of New Way, & Prizes
- ☐ Generalization

Closing, Review of New Way, Prizes

- Approximately 5-7 minutes prior to end
- Brief review of *new way*
- Counting tickets
 - Data collection
 - Reinforcement for expected behaviors
- Prizes

Prizes

- Easy & inexpensive!
- Must be reinforcing to *most* students
 - Toys that move
 - Fidgets
- Work with classroom teacher
 - Extra computer time
 - Selecting favorite activity during free time
 - Lunch with teacher

YETI Overview

- | | | |
|--------------------------|--------------------------------------|----------------------|
| <input type="checkbox"/> | Trickle In | <input type="text"/> |
| <input type="checkbox"/> | Opening and Expected Behaviors | <input type="text"/> |
| <input type="checkbox"/> | Review of Previous Skill | <input type="text"/> |
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| <input type="checkbox"/> | Informal Practice of New Way | <input type="text"/> |
| <input type="checkbox"/> | Closing, Review of New Way, & Prizes | <input type="text"/> |
| <input type="checkbox"/> | Generalization | <input type="text"/> |

Generalization

- Hardest part of social skills intervention
- Coaching in structured activities
- Letters to parents
- Emails/notes to teachers, paraeducators
- Self-reporting
- Pre-teaching
- Sharing social narratives

Coaching in Other Settings

- Coach to help employ new skill
 - Walking in the hallways
 - Playground activities
 - In the classroom
 - Paraeducator?
 - Lunch room, lunch bunch?
- Can be done during Quarter 3

Letters to Parents

- Includes Social Narrative or outlines the expected behavior
- Should have a shared language for cues and prompts
 - Old Way vs New Way
 - Clean hands station
- May have specifics to the child

Emails/Notes to Teachers, parents, Paraeducators, etc.

- Brief
- Outline expected behaviors/rules
- Shared language, cues, prompts
 - Old Way, New Way
 - Clean hands station
 - In class can be the germex bottle
 - At home it is the bathroom
- Provide a copy of the Social Narrative

Self Reporting

- During review of last week's topic
 - Can anyone share a time where they were using the New Way of walking in the halls (rewards)
- Daily self-check sheets
 - Fill out after times where skills are mostly likely to be used – can be used as data (reward honesty)
 - If you have an accurate reporter, can be used to measure goals

Self Evaluation

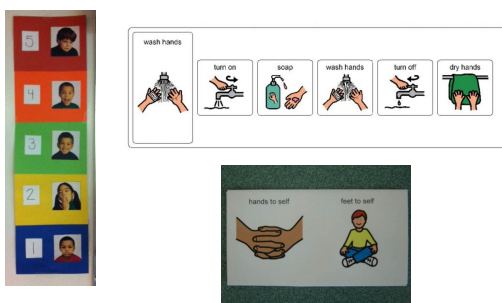
Name:		
Date:	Yes	No
I had an empty mouth when I spoke		
I cleaned up my spot		
I talked about appropriate topics (not gross)		
I stayed in my spot until I finished eating		
I used appropriate loudness while eating		
Sign off:		

- Having this present while eating can act as a cue
- It is a great way to collect data

Coaching

- Visual reminders at beginning of day
- Visual reminders in high incidence places
 - Bathroom hand washing
- Verbal reminders
 - Go, flush, wash
- Check-in
 - Communicate with check-in person to review the expected behavior with the child

Visual Reminders



Social Narrative

- Send it home
- Place it in visible area to encourage implementation
- Review it before expected to implement it
 - Read the social narrative about walking in the halls before the class walks in the halls

Lesson Plan Topic: Walking with Hands, Feet, and Objects to Self			
Date: 1/20/14			
Area	Activity	Materials	Notes
Trickle In	Play a game	Kerplunk Tickets and boxes	Blue tickets for expected behaviors
Opening	Review expected behaviors Visual Schedule	Visual Schedule	
Review last day	Ask students to tell about when they were quiet in the halls	Video model on standby if needed	
Teach New Skill	-Video hands feet and objects to yourself while walking -Talk about rules -Old way new way theater	Video model Rules Chart Videos	
Structured Practice skill	Walking in the halls practice	Note for Ms. Cline	Pink tickets for demonstrating hands, feet, and objects to self
Informal practice	Give each child enticing objects – they are to play with their own object and ask before they touch someone else's	Feathers, koosh balls, squishies, sensory items	
Closing	-Review rules -Count tickets -Give prizes	Tickets and boxes Koosh balls	
Generalization	Email: Parents & Teachers		Include words we used to describe behaviors
